

## Topic: 2.11:- Culture in the Classroom

Disconnect b/w the learners and textbooks:

Detachment of textbooks from the learners' world. Textbooks containing unknown settings and unfamiliar characters

Need for a 'glocal' textbook, and for an awareness of issues related to WE.

### Current status and role of English

A lingua franca, used in diverse settings, used b/w non-native speakers and <sup>have</sup> multi-cultural identities

### Multicultural identities of English

It have caused sociolinguistic shifts. Instrumentally motivated learners. It is the need to infuse local culture in English lang. classrooms.

### Appropriating English for different cultures.

Cultural gaps cause difficulties for learners. Selection of local cultural content by textbooks and material writers. It was difficult for teachers to present an alien culture.

## Topic: 2.12: Culture in the Classroom

Differences in Rhetorical Conventions

- \* Goal oriented versus indirect.
  - \* ~~Utilitarian~~ Utilitarian v.s. digressive
- Likely to create misunderstandings & misinterpretations. Sensitivity to different conventions to be created through teaching materials and practices.

D.S. WE show traces of the cultural influence of the communities that use them. Use of local discourse strategies while using English.

Classroom: A site for cultural suppression or supremacy?

English lang classrooms imparting knowledge of Anglo-Saxons American culture. Submerging of local cultures and conventions.

Classrooms to embrace innovations based on different cultural conventions. Recognition of world Englishes likely to sensitivize people to different cultures.

## Topic: 2.13 Use of World English in the Classroom I

Representation of world Englishes in

## Classroom:--

Lack of awareness about different varieties of English among expanding circle learners. Only inner circle English finds representation in textbooks.

[Awareness of differences b/w local or national varieties of English and international English. Contrastive analysis of indigenized varieties and inner circle varieties of English.] → Contrastive Analysis (Imp-Short+obj)

## Baumgardner's (1987) study of Pakistani English:--

⚡ Differences in complementation; He went to China for learning Chinese vs. He went to China to learn.

## Friedrick (2002) and Matsuda (2002)

Learners in expanding circle are only aware of British or American English.

## Need for World Englishes Approach:--

WE approach facilitates learning. Different varieties of English to be viewed as  
"Legitimate expressions of a lang. in constant change and spread."

## Topic: 214: Use of World English in the Classroom II

### World Englishes approach:-

Presentation of English is incomplete without an awareness of different varieties. Confusion or resistance when students are confronted with different types of English users or uses.

### Lack of awareness of World Englishes:

Students likely to be shocked and confused when facing different varieties of English. Students may find them deficient.

Students may show disrespect to different varieties and their users.

Rejection of deviations from inner circle English.

Likely to be counter-productive to efforts being made for international understanding of English. Sensitizing students to the presence of English should be the goal of all English lang teachers around the world.

## Topic: 215: L2 in the classroom and Non Native Educators I

### Use of L2 in Classroom:-

Earlier lang. teaching methods

discouraged the use of mother tongue in classroom.

Audiolingual Method, Direct Method, Communicative Lang. Teaching

English to be taught best through English.

Second lang. acquisition considered similar to first lang. acquisition in SLA.

Second lang. acquisition is similar as well as different from first lang. acquisition. A second lang. learner is already equipped with the knowledge of his/her mother tongue. Monolingual fallacy

is

Use of Mother Tongue in Classroom:

Several language teaching methods favour the use of mother tongue for second lang. learning. Mother tongue considered as useful tool in the English lang. classroom.

Topic: 216: L2 in the Classroom and Non-native Educators II

Bilingualism as the goal.

Usefulness of a bilingual approach for learning English as a second lang. in outer and expanding circles. Bilingualism as the goal.

## Use of mother Tongue in Classroom

Appeals from the inner circle English lang. teaching establishment for more use of the mother tongue in the classroom. The use of the mother tongue in the classroom considered one dimension of linguistic human rights.

## Native vs. non-Native Educators:-

Native speaker fallacy. Native speakers of English inevitably considered the best teacher of English. Non-native teachers are only second-best for teaching English.

## Advantage of a non-native English lang. Teacher

Knowledge of the mother tongue advantageous for teachers. Experience of having learned a second lang. More effective English lang. teachers.

## Doubts about the effectiveness of Native Teacher

Need to realize the goal of second lang. acquisition in world Englishes classrooms. Need to re-define the concept of the native speaker.

# Topic: 217 :- Historical Context of English Language Teaching I

## Spread of English:-

Transformation of English, Multiplying of variety and ~~res~~ resistance to the acceptance of varieties.

Ideological dominance of native English speakers. Influence of native speakers on ELT. Linguistic imperialism caused by teaching of English or teaching of a particular variety of English?

## ELT Methodology and Colonialism:-

Link b/w ELT methodology and British colonialism. ELT a product of spread and macro-acquisition of English.

## Macro acquisition:- (Imp) + sh + obj +

Acquisition of a common second lang. by speaker of different mother tongues. Primary input does not come from native speakers. Defined by its own lexicon, idioms & transformed meanings.

## Development of ELT: 4.18: 19

Not a result of:

Migration of English speaking population to North America and Australia.

Immigration into the UK or USA.

Theories and practices not developed in the UK or USA. Colonies were the central testing ground for the development of ELT.

Topic: 218: Historical Context of English Language Teaching II

### ELT Development during Colonialism:

Acquisition of English lang. was controlled by the political and economical needs of the empire. ELT methodology was subservient to imperial purposes. Curriculum based on lang. examinations used as qualification standards for Civil Service.

### Development of varieties:--

Emphasis on mother tongue literatures. English taught through bilingualism education.

The empire lacking the capacity to hire native English speaking teachers.

The process of lang. spread dependent on non-native English speaking teachers played a significant role in the creation of different varieties.

Topic: 219: Historical context of English lang. Teaching III

ELT methodology and Linguistic Imperialism

Non-native concept of ELT development contradicts with linguistic imperialism. Linguistic imperialism neglects the contribution and agency of the non-native speaking teachers.

Need to reclaim the contribution of the non-native teacher of English within the international history of English.

Misconceptions about non-native teachers

Non-native teachers readily accept the methodology produced in the UK and US. Critical attitude found

among students studying EIT in the USA. Misconception based on the ideological notions of intellectual dependence.

The western methods dated from the post World War II period. They had not come into existence at the time when English began to spread to Africa, Asia and elsewhere. ELT methodology relied on the creativity and resources of local teachers.

### Influence of Native Speakers on ELT

Constructs of "authenticity", "native" and "near native proficiency". Determining the power goals of SLA. Development of the notion of native speaker as the ideal teacher.

Challenges the authority of the non-mother tongue English-speaking teacher. Undermines the role of non-native teachers in the spread of English.

### Topic: 220: Centrality of Inner Circle in ELT

circles get marks

Centrality of Inner Circle and SIA  
Inner Circle centrality based on certain SIA assumptions.

The target language is learnt in a mother tongue environment. Proficiency of the mother-tongue English speaker as the target. The necessity of native English speaking teachers.

This model of SIA needs a corresponding ELT methodology. Development and transposed to the outer circle contexts. In most of the contexts, the assumptions are inappropriate. ~~Non-native concept.~~

Assumed vs. Real Condition of SIA

Non-native context. The target lang. is not a native but a new variety of English. No need for the learners to assimilate with the native contexts.

The myth of a Native Speaker as the ideal Teacher.

Research findings do not support the necessity of a native teacher. The assumption has been

questioned by many scholars.  
Grants authority to native English speaking teacher and the mother tongue English speaker in FLT. Gives native speakers control over the spread of English spread in the 25 century.

Topic: 221: World Englishes and FLT Methods I (short)

Approach, Method and Techniques:

Approaches:-

The broadest level Theoretical view of what lang. is and of how it can be learnt.

Methods:-

Consistent with approaches. Plans for linking theory with practice. Choices about skills, contents and sequencing.

Techniques:-

Most concrete level. Comprise the activities used to implement methods.

Models and methods of lang. teaching imply the existence of

"one best method"

Traditional ELT Practices:-

Native speaker as the provider of the model. Native speakers as the ideal-speaker-hearer. Defined by Kachru as a "monomodel." Implies a universally agreed-upon definition of the best way to teach. Do not use context as a variable.

Methods vs. post-Methods

Kumaravadivelu (2003) suggests the existence of a post-method era. Ineffectiveness of "one size" fits all approach. Importance ~~and~~ ~~to~~ given to the context and local needs.

Topic: 222:- World Englishes and ELT Methods II

World Englishes Theoretic Perspective:-

Existence of a range of models for English rather than one best model. The local innovations in English are based on the needs of the users. English belongs to all

- those who use it.
- lack of awareness of this perspective among ~~pract~~ practitioners and teacher educators. Rarely given prominence in English lang teacher training programmes.

## English as an International Lang

Need for intelligibility. Focus on the domains for which the lang. is needed. Need for cross-cultural pragmatics competence to ensure friendly relations among users.

Need for respect for local culture. Need for teacher flexibility in choice of methods. Need for attention to local cultures of learning.

## Topic: 223 The issue of Lang. Testing and World Englishes.

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### World Englishes and Lang. Tests.

Disconnect b/w lang. tests and insights into English in the world context. Lang. tests don't represent English varieties spoken and used in contact situations.

Inappropriacy of standard English norms in local contexts. Lang. tests do not represent English varieties spoken and used in contact situations.

Tests developed in one setting may be invalid for another setting. The 'correctness' of lang. test items may vary from context to context.

What is wrong in one setting may ~~vary from~~ be considered right in another.

### Examples:-

Choose the correct sentence from the following list:-

1. Our company is buying some new equipment. (Native English context ✓)
2. Our company is buying a new equipment.
3. Our company is buying some new equipments. (Outer Circle ✓)
4. Our company is buying 3 new equipments.

## Topic: 224 English lang. Testing and Non-native variation I

### Testing and Local Context:--

Contextualized teaching and testing  
Use of native speaker norms in testing  
Washback effect of testing is likely to impact the teaching of English

### Native Speaker as the Norm in lang.

#### Testing

English lang. Testing does not include non-native speaker norms and innovations yet. The set of norms accepted and used by educated native speakers assumed to be the universal target for proficiency.

### Difference b/w norms (examples):

#### \* Prepositional Collocations:

I live in an apartment at Mall Road.

#### \* Use of uncountable nouns as countable

It is a hard work.

#### \* Redundant Prepositions

We're discussing about our new plan.

## World Englishes and Lang Tests:

Difference in native and non-native speaker norms. Lang. testing reflects the 'deficit linguistics' view.

## Deficit Linguistics:-

Variations are caused by errors. Evidence of the substandard nature of outer and expanding circle varieties. Considered 'interlanguage' or 'Fossilized' lang.

## Topic: 225: English Lang. Testing and Non-native Variation II

### Norms for Language Testing:-

Testing is based on how close the lang. use is to the native speaker norms. Difficulty of differentiating b/w errors and developing varietal norms.

### Validity of Lang. Tests:-

Lang. Tests do not reflect the differences b/w native & non-native speaker norms. Doubts about the validity of tests based on native speaker norms.

## Validity:-

Validity refers to how well a test measure what it claims to measure.

## Solution To Testing World Englishes:-

- Paradigm Shift.
- Distinction made b/w the use of English in monolingual and multilingual contexts. Mutual exposure to the major native & non-native varieties.
- Rethinking of English lang. teaching goals. Overhauling of English lang. testing. Reluctance to accept curricular changes not reflected in the targets of examination boards.

## Topic: 226: Critique of Existing English Lang Tests.

### Issues in Testing World Englishes:

A broadly applied test has little use in world Englishes context. Any English lang. test must use a set of norms to evaluate the test takers' performance in the test.

### Biases in ELT Testing:-

Biases in favour of inner circle variety of English in standardized testing. Test-takers have no or little contact with the native varieties of English.

## Test of English for International

## Communication (TOEFLC):--

A supposedly neutral test shows bias towards standard English.

## Adaptions of English:--

Inevitability of adaptions of English  
Unavailability of native-speaker models  
other uses of English (media, literature, education) reflect local contexts.

## Divergence b/w regional & native norms

### Conflation of count/mass noun:--

Code switchings, threats and intimidations  
Fixed collocations of verbs with particles and prepositions.

Fill up a printed form, cope up with the situation.

## Innovation or Mistake?

Individual uses are difficult to classify as mistake or innovations.

Broad observation can identify items that are well established in some varieties.

## Topic: 227:-- Critique of Existing English Language Tests I

### ELT professionals' dilemma:

lang. tests adhere to some set of norms. Certain lang. test items consider a linguistic form incorrect because of

its misfit to a given norm

1. Which norm to teach?

2. What is the norm?

3. Who decides what the norm is?

### Teaching vs. Testing Norms:

Unwise to use tests which adhere

linguistic norms different from those of the test takers. The need to teach learners the norm to which they are tested.

### Adaptions of English and Testing:

Test designers need to have awareness about the:

variety of legitimate standards developing in English across the world. Norms of the countries and regions they aim to serve.

### Situated use of a Test:

The use of tests to be considered carefully. A well designed test may not be applicable to a given situation.